R E P O R T R E S U M E S

ED 019 703 CG 001 912

PROJECT GASTONIA ACADEMICALLY TALENTED.
GASTONIA CITY SCHOOLS, N.C.
REPORT NUMBER ESEA-PROJ-NO-3908
EDRS PRICE MF-$0.50 HC-$2.48 60P.

DESCRIPTORS- *ACCELERATED PROGRAMS, *TALENTED STUDENTS, *PROGRAM DEVELOPMENT, STUDENT TEACHER RELATIONSHIP, PROGRAM GUIDES, SUMMER WORKSHOPS,

THE OBJECT OF THIS HANDBOOK, DEVELOPED AS A PART OF A CONCENTRATED SEVEN-WEEKS SUMMER PLANNING STUDY, IS TO PRESENT THE FINDINGS AND SUGGESTIONS OF THE STUDY GROUP FOR A SYSTEMATIC PROGRAM FOR ACADEMICALLY TALENTED STUDENTS. THE HISTORY AND PHILOSOPHY OF THE PROJECT ARE PRESENTED, ALONG WITH THE CHARACTERISTICS AND ROLES OF THE FOLLOWING ELEMENTS--(1) THE TALENTED STUDENTS THEMSELVES, (2) THE ADMINISTRATION, (3) TEACHERS OF THESE STUDENTS, (4) THEIR PARENTS, AND (5) AN ACADEMIC PROGRAM SUITED TO THEIR NEEDS. (RD)

ED019703

P G A T

PROJECT GASTONIA CADEMICALLY TALENTED

GASTONIA CITY SCHOOLS
GASTONIA, NORTH CAROLINA

CG 001 912

An E. S. E. A., Title III Project
Funded By The
Office of Education
Washington, D. C.

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

TABLE OF CONTENTS

		Page
1.	FOREWORD	1
	PLANNING COMMITTEE	2
	CONSULTANTS	3
2.	HISTORY OF PROJECT	4
3.	PHILOSOPHY Aims and Objectives	6
4.	IDENTIFICATION Definition Characteristics and needs Selection Criteria Nomination Withdrawal	8
5.	ADMINISTRATIVE FACTORS	13
6.	TEACHERS OF THE ACADEMICALLY TALENTED Characteristics In-Service training	14
7.	THE ROLE OF THE PARENTS Tips for parents Questions parents ask	18
8.	ACADEMIC PROGRAM Curriculum enrichment Teaching techniques Special provisions Challenging assignments Enrichment examples Community resources Grading Counseling and Guidance	24
9.	PILOT PROGRAM	45
10.	LOOKING AHEAD	49
11.	BIBLIOGRAPHY	50
12.	GLOSSARY	53
13.	APPENDIX Nomination, Form A Teachers Checklist, Form B Notification, Form C Parent Questionnaire, Form D	55

FOREWORD

The need for a differential and systematic program of education for academically talented students has long been a dream of Gastonia City School educators. It is our feeling that these children do not have sufficient opportunities to explore the full range of their potentials. Generally, our teachers are guided by a broad curriculum that attempts to reach all students regardless of ability. A closer study of the existing curriculum reveals more clearly the fact that too little is being done for the academically talented in our schools. These students are often hampered by the pace of the average classroom, leaving little or no time to further their creative interests.

This handbook was developed as a part of a concentrated seven-weeks summer planning study. The manual contains the findings and suggestions of the study group for a systematic program for the academically talented students.

We express our appreciation to Mr. William H. Brown, Superintendent of the Gastonia City Schools; Mr. John Goff, Jr., Director of Federal Programs of the Gastonia City Schools; and to the Board of Education for their support and assistance.

Under the leadership of Mr. William L. Stroupe, Project Director, the following teachers and principals participated in the organization and planning of this program:

Walline D. Best
Ruby Y. Birmingham
Peggy A. Dillon
Elizabeth H. Grigg
Joan A. Hensley
Jacob G. Hord, Jr.
Alice G. Hough
Helen W. Shiflet
Kenneth B. White

PLANNING COMMITTEE

Mrs. Walline D. Best - B. S., M. A., Appalachian State University; Additional education, A.S.U. and Limestone College; Teaching experience, Gaston County Schools, Cleveland County Schools, Gastonia City Schools.

Mrs. Ruby J. Birmingham - B. S., Winthrop College; Additional education, A.S.U., Belmont Abbey College, and W. C. U.; Teaching experience, Easley (S.C.) School System, Gastonia City Schools.

Mrs. Peggy A. Dillon - B. S., Appalachian State University; Additional education, Summer workshop on gifted, In-service math, and W. C. U.; Teaching experience, Gastonia City Schools.

Mrs. Kathryn H. Foote - B. A., U. N. C.-G; Additional education, Catawba College, A.S.U., and W.C.U.; Teaching experiences, Gastonia City Schools.

Mrs. Elizabeth H. Grigg - B. A., Wake Forest University; Additional education, Southern Theological Seminary, In-service English, In-service on gifted, and W.C.U.; Teaching experience, Mountain Park High School and Gastonia City Schools.

Mrs. Mary Lou Hamilton - B. A., Winthrop College; Additional education, U. N. C., A. S. U., W. C. U., Winthrop College, and Gaston College; Teaching experience, Gastonia City Schools.

Miss Joan A. Hensley - B. S., Appalachian State University; Additional education, Summer workshop on gifted, and W.C.U.; Teaching experience, Salisbury City Schools and Gastonia City Schools.

Jacob G. Hord, Jr. - B. S., M. A., Appalachian State University; Additional education, U. N. C.-C; U. N. C.-G; Belmont Abbey, and W. C. U.; Teaching experience, teacher and principal, Gastonia City Schools.

Mrs. Alice G. Hough - B. A., Limestone College; Additional education, U. N. C.-C.H. A. S. U., W. C. U., and University of Georgia; Teaching experience, Gaston County Schools and Gastonia City Schools.

Mrs. Helen W. Shiflet - B. A., Lenoir Rhyne College; Additional education, W. C. U., A. S. U., University of Poitiers, La Rochelle, France; Teaching experience, Marion City Schools, Old Fort High School, and Gastonia City Schools.

William L. Stroupe - B. A., Lenoir Rhyne, M. Ed., University of Florida; Additional education, A. S. U., North Carolina State, U. N. C., W. C.U.; Teaching experience, teacher, guidance counselor, and project director, Gastonia City Schools.

Kenneth B. White - B. S., Clemson University, M. Ed., U. N. C.-C.H.; Additional education, U. N. C., A. S. U., W. C. U., and U.N.C.-C.; Teaching experience, teacher and principal, Gastonia City Schools.

CONSULTANTS

Dr. Eugene Burnette, Supervisor, Education for Exceptionally Talented
State Department of Public Instruction, Raleigh, N. C.

James Edd McBride, Consultant, Education for Exceptionally Talented
State Department of Public Instruction, Raleigh, N. C.

C. Douglas Carter, Director, Curriculum Planning, Winston-Salem/Forsyth
Schools; Superintendent, The Governor's School
of North Carolina, Winston-Salem, North Carolina

Jim Bray, Administrative Assistant, The Governor's School of North Carolina;
Professor of Psychology, Salem College, Winston-Salem,
North Carolina

Dr. Harold H. Bixler, Professor Emeritus, Education and Psychology, Western
Carolina University, Cullowhee, North Carolina

RESOURCE PERSONNEL

Miss Mary Ruth Baird ..... Former officer in local music federation

Mr. John Merritt ..... President of local art guild and art teacher
at Gaston College.

Mrs. Ellen Gray ..... Director of local Children's Theater.

Mr. A. M. Wagner ..... Sales Consultant for Stone's Southern
School Supply.

Mr. Ted Fenn ..... Chemist, Lithium Corporation

These consultants and resource personnel contributed to our planning during the summer of 1967.

2. HISTORY OF THE GASTONIA PROJECT

Gastonia City Schools has long been a leader in providing differential programs for exceptional children. These students have been defined in the school policy manual as those "who deviate from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent that they require special educational services in order to develop their maximum capacity." In the past, programs have been established in our system to meet the special needs of the physically handicapped students, the educable mentally retarded students, and those students who need help in speech therapy.

At the beginning of the school year, 1966-67, local school officials began looking for ways and means to increase the scope of this program to include provisions for the academically talented students in our system. Many teachers and administrative personnel had long felt a need to make special provisions for those students who have greater intellectual depth than the average. It was their feeling that the academically talented children do not have sufficient opportunities to explore the optimum range of their potentials.

A committee was appointed to explore the possibilities of curriculum provisions for the academically talented (AT) children in our system. Tentative screening revealed that Gastonia Schools had more than 300 such students in grades four through eight. Plans were made to draft a proposal under the ESEA Title III program for the necessary funds. These funds would be used to conduct a planning and in-service program for teachers, a summer pilot program with students, and two school years as a follow-up. During this period, the program would be continually evaluated.

The Title III proposal was approved in early summer 1967; and the planning staff began its sessions shortly thereafter. Planning meetings were held for 35 days. During this period of time, the planning staff participated in the following activities:

1. Consulted with Dr. Gene Burnette and Mr. Edd McBride from the Section for Exceptional Children in the State Department.

2. Studied a wide variety of literature concerning the AT child.

3. Studied 16 mm films depicting the levels of intellectual operation characteristic of the AT child.

4. Studied local school board philosophy and educational objectives.

5. Visited AT classes at Western Carolina University and the Governor's School.

6. Consulted with Mr. Doug Carter and Mr. Jim Bray from the Governor's School. Mr. Carter is also connected with the Winston-Salem Schools as director of the AT program.

7. Participated in a workshop in Gastonia on Education of the Gifted, taught by Dr. Harold H. Bixler, Professor Emeritus of Education and Psychology at Western Carolina University. The workshop covered an overview of the education of the gifted child, current educational practices and procedures being used in various parts of the nation and state, and some considerations for the local program.

8. Prepared, through research in current literature, some considerations for a handbook for the local program.

9. Prepared an outline for the summer pilot program.

10. Met with local resource personnel in the area of the fine and performing arts for planning purposes.

11. Met with sales consultant to view demonstrations of several new teaching aids.

12. Visited several local points of interest and evaluated them for resource trips.

The future plans for Project Gastonia - Academically Talented (PG-AT) will include screening students as soon as possible after the school year begins. Those students selected will be invited to attend a summer pilot program during the summer of 1968.

3. PHILOSOPHY

"Promotion of the general welfare is a central concern of a democratic society. The maximum welfare for a group is achieved when each member of the group contributes as much as he is able. Although every individual has an obligation to contribute, those who have a large capacity to contribute carry a larger obligation than those whose capacities are small.

This soundly democratic concept underlies the special claims that all Americans should rightly make up their most able fellow citizens. That these claims may be fulfilled, our society must see to it that individuals who possess the highest talents are given the fullest opportunities to make those talents productive. The paramount consideration is the welfare of the community at large and of all the members of that community; it is not to serve the special advantage of the few who are gifted. A parallel consideration is that every individual, whatever his gifts, deserves the fullest opportunities for self-realization." [1]

Events of the past two decades have brought more sharply into focus the need for persons of high intellectual and creative abilities. The race for survival has heightened our anxieties. For the first time in our history, national defense has become an objective of education.

Aside from the immediate concern for national welfare, a broader perspective of human history points to the fact that all cultures are greatly dependent upon people of intellectual competence. The significant breakthroughs in most areas of human endeavor have been made by persons of unusual ability.

As a society increases in complexity, persons with high potential have relatively less chance of making significant contributions to the progress of the society unless their high potentials are nurtured and developed. This places greater demands on the schools to identify and develop to the fullest pupils with high intellectual potential.

There is another very real and important reason for our concern. Academically talented pupils are, first and foremost, children. They are unique as individuals, and each has an inherent right to opportunities for self-realization. When we speak of the community's obligation to provide equal educational opportunities for all children, when we speak of the development of all children to their maximum potential, we include the academically talented. The able child as well as the handicapped child - has a right to expect from his society opportunities for self-fulfillment.

One of the objectives of free public education in a democracy is to provide equal opportunity for <u>all</u> youth to develop their potential to the fullest. In attempting to reach this objective, educators have come to the realization that <u>equal</u> opportunity does not mean <u>identical</u> opportunity. The American public has long been willing to support special types of programs for handicapped children. If there is justification in providing classes for children with special learning problems, then it is equally justifiable to provide classes which especially

[1] National Education Association and American Association of School Administrators, Educational Policies Commission. <u>Education of the Gifted</u>, Washington, D. C., The Commission, 1950. pp.2-3.

challenge those whose high abilities may not adequately develop in the regular classroom situation. Teachers are well aware of individual differences within the classroom and attempt to provide varied activities and instruction; but, in most instances, the talented are neglected because they seem able to get along on their own.

We believe that the best way to provide these opportunities is through the establishment of special classes and through curriculum enrichment. Enrichment simply means more opportunities for the AT child to probe deeper and to range more widely than the average child in his intellectual, social, and artistic experience. Therefore, to be consistent with the democratic ideal, we must make sure that AT children are provided with suitable, worthwhile, and challenging experiences.

As is true for every child, then, overall educational objectives remain the same. Because of the special needs of the academically talented children, certain basic aims must be kept in sight. We believe the following statements express these aims:

- Guide the academically talented child toward self-exploration, self-direction, and self-management.

- Help the student acquire a greater mastery of the curricular areas and a wider scope of knowledge in order to stimulate his creativity and experimentation.

- Develop in the child an awareness of his greater social obligation because of his unusual gifts.

- Inspire AT children to achieve maximum use of their talents, evaluating realistically their own abilities and limitations.

- Fulfill the child's need for security by providing a sense of belonging, of participating, and of being recognized.

- Employ a systematic program for the discovery of a wide variety of talents.

- Involve a variety of community resources in the development of talent.

- Use effective methods of teaching, curriculum materials, and administrative procedures.

4. IDENTIFICATION

A. Definition

The earliest definition of gifted children based on objective criteria was stated in terms of rank or IQ on an intelligence test, most frequently on the Binet scale. The gifted child was one whose level of cognitive development was advanced beyond children of comparable age as measured by standard tests.

The trend today is toward broader definitions of giftedness, based on multidimensional traits and more comprehensive, elastic concepts of unusual ability and superior capacities; not only the "good student" type but also the creative and original are included. [2]

The definition that evolved during the conference on the gifted held at Teachers College, Columbia University, in 1940 is excellent. This is the statement: "We may define the intellectually gifted child as one who excels markedly in ability to think, reason, judge, invent, or create." [3]

B. Characteristics and Needs

It is necessary to consider some of the major characteristics of gifted children in order to develop an understanding of their needs. Academically talented children have the fundamental needs of all children - to grow physically, emotionally, socially, and mentally to the utmost of their abilities. For our study we decided to use the following broad categories:

- Family Background -

High ability can be found in almost any family background but many gifted children are from relatively high socio-economic backgrounds where learning is constantly reinforced by parents. "Varying proportions of high IQ children among different groups apparently reflect environmental differences rather than variation in innate ability. To educators this suggests (1) high ability is to be found in almost any family background; (2) when an inordinately low proportion is found, cultural deprivation is probably responsible. In the matter of family background, the quality of family living makes a difference. Factors on the positive side include low divorce rates, good emotional health, higher median income and more schooling." [4]

[2] Hildreth, Gertrude H. Introduction To The Gifted, (New York: McGraw-Hill Book Company, 1966), p.20.

[3] Ibid, p.21

[4] Gold, Milton J., Education of the Intellectually Gifted, (Columbus: Merrill Books, Inc., 1965) p.30.

- Family Needs -

. Parent orientation and understanding of school program.
. Parent recognition and acceptance of child.

- Social Characteristics -

Academically talented children tend to have well integrated personality structure and a realistic self-concept. The stereotypes of the "mad genius", "neurotic show-off", "the bookworm" and "egg-head" are misnomers.

- Social Needs of Academically Talented Children -

. Ability to accept his own individual characteristics.
. Recognition by peers and adults.
. Opportunity to express feelings and ideas.
. Development of techniques of living and working together, inter-group cooperation, the art of good fellowship.
. Development of ethical and civic attitudes.
. Establishing habits of responsibility and self-control.
. Consideration of others.

- Physical Characteristics -

Research indicates that AT children are capable of better than average physical performance. Data support the idea that these children are the ones that walk early, are above average in height, and usually have good health. These facts are often overlooked since the mental advancement of the academically talented outstrips their physical development.

- Physical Needs -

. To develop an understanding of the importance of practicing good health habits.
. To participate in physical activity.
. To apply safety practices.

- Intellectual Characteristics -

The academically talented have mental capabilities to a degree not possessed by the average. They have a keen sense of observation and often learn spontaneously without direct instruction. Ready assimilation of facts and rapid recall allow these students depths of thinking. These abilities encourage independent study and experimentation. These students have an insight into purposes and the ability to draw and evaluate conclusions. Being able to transfer knowledge and see interrelationships of concepts, they are natural problem solvers. They are capable of a greater degree of creativity and the application of ideas in new situations.

- Intellectual Needs -

. Stimulating, differential program.
. Qualified, challenging teachers.
. Adequate materials and facilities.

C. Identifying and Selecting the Academically Talented

Identifying and selecting the academically talented is one of the major concerns of the program. Realizing that identification and selection are not the same, criteria for screening is a preliminary step toward identification and is essential. In screening for academically talented students, a variety of processes may be used to locate, sort, and divide the groups. We have chosen to use as a guide for identification one that was recommended in the Public School Laws of North Carolina:

- Criteria for Initial Screening -

1. A group intelligence quotient of 120 or higher: This score will be used at the identification level as one reliable assessment of the pupil's responses to items which are important in school learning and performance.

2. A majority of marks of A and B: These marks will aid in the identification of achievers.

3. At least average in emotional and social maturity: Students with these personality traits would be better suited to adjust to the academically talented program.

4. Achievement in the upper 10% of local norms of the administrative unit, or 1.5 years ahead of his actual grade placement: What needs to be taught to these students differs in depth and scope from the needs of students in the regular program of instruction at the same grade level and in the same subject area.

5. Recommended by a teacher and/or principal: Teachers and principals recommend pupils and give reasons why they feel they are academically talented and would benefit from enriched and intensive study. [5]

- Criteria for Identification of Participants -

Additional procedures for the final selection of candidates to qualify for academically talented classes should be made in order to secure the type of student who has above average potential.

. Candidates may be placed in a class if they have an IQ of 120 or higher and are in the upper 10% of his class.

. Candidates with a majority of marks "A" and "B", or "H" and "S", those who are emotionally and socially adjusted, ahd have been recommended by their teacher and/or principal may not meet the IQ criteria. In such a case, it is recommended that an individual IQ test, such as the Slosson, be administered.

[5] Eure, Thad, Public School Laws of North Carolina. (Charlottesville, Virginia: The Michie Company, 1965) p.160.

- Candidates in the upper 10% of their class norm who do not have an IQ of 120 need individual testing to validate their ability.

- Candidates whose IQ is 120 or abive but who do not meet the achievement test criteria need further evaluation.

CAUTION: In reviewing student records for nomination, teachers should be wary of the IQ score. If a child has the other qualifications but his IQ score on a group test is borderline or below, it would be better to nominate the student and let the screening committee make the final decision after further evaluation.

D. Procedure for Nomination

Form A, "Guide For Identifying Academically Talented Children," will be distributed to teachers in their respective school faculty meetings. This will take place after the testing program in the fall. Nominations should be completed by the Thanksgiving holidays. This procedure for nominating students should be followed:

> Nominate ALL students having an IQ of 120 on a group or individual test. Nominate other students whose group IQ score is less than 120 or who have no score, but show characteristics of giftedness such as superior grades, achievement two years above grade level, etc. (Form B)

E. Procedure for Selection

After the teachers have made their nominations, a committee composed of the project director and five others from the planning group, will then select the academically talented children using the locally established criteria.

Parents and children selected will be notified by the director of the program. (Form C). A meeting of all parents will be held at which time the summer program and the academic year will be explained.

F. Withdrawal Procedure

1. Classroom Teacher

When it becomes evident through erratic daily work habits and production that a student enrolled in the academically talented class is not working on a level to be expected of his group, the following procedures will be initiated by the classroom teacher:

- Notify the principal in writing.

- Prepare an anecdotal record of each child who may be considered for withdrawal. The teacher will submit a copy of this record to the principal - along with such evidence of classroom assignments turned in by the pupil which are judged unsatisfactory. This record will be submitted each Monday during the six-week period of special consideration.

- Schedule a conference with the parents where mutual suggestions may be established to alleviate, when possible, the matters of concern.

2. The Principal

- Will receive all anecdotal records from the classroom teachers, making a folder on each child.

- Will confer with parents if problem does not improve.

- Will call a meeting of the screening committee if, after a four-week period, the situation continues.

3. Screening Committee

The committee will include the principal, project director, classroom teacher and any other teachers of the student.

- The committee will meet to consider and advise the teacher, principal, and parents if after four weeks, progress on the problem is not evident. The principal will meet with the parents and offer them the advice of the committee.

- The committee will meet at the end of the six-week period to make a final decision.

- The principal, serving as chairman of the screening committee, will then notify the parents and student.

4. Parents

Any parent, showing concern over progress of their child in the program, will direct their concern and observations to the principal. The principal will follow the routines established, notifying all involved personnel prior to a screening committee meeting.

5. Student

Parents will inform the student that in order for him to be withdrawn from the program, it will be necessary for the parent to notify the principal. The student will continue to attend his assigned classes until notified by the principal that he is reassigned. Normally this process would take six weeks, but in any case only after a complete review of the screening committee of all the circumstances.

CAUTION: All corrective measures should be exhausted before a child is recommended for withdrawal from an AT class. There are many resources at our command to help a child who is having difficulty in any of our schools. These same resources should be employed to help the AT child when appropriate.

5. ADMINISTRATIVE FACTORS

Classroom facilities for the academically talented children will be located in the school or schools that the administration deems most suitable. It shall be the responsibility of the superintendent and his staff to select the school (s). The classes themselves will have no special designation. They will be under the direct supervision and administration of the principal of the school. Special care should be taken to insure that these classes are administered and supervised in the same manner as are other classes in the school.

The teachers of the academically talented classes will have the same duties and responsibilities as other classroom teachers. Instruction will be given according to the prescribed courses of study. The teachers are subject to official rules, regulations, and directives of the administration in exactly the same manner as are other teachers.

Teachers for these special classes will be chosen by the superintendent and his staff. The enrollment of AT classes should be maintained at 20 to 25 students.

Public and Community Relations

The development of friendly attitudes toward the entire concept of special provisions for the academically talented is a basic task of administration. The community must be responsive to the idea, and be encouraged to play an active part in the program. Learning is greatly enhanced when parents, teachers, and administration build a common bond of understanding.

Utilizing community resources is one means of providing enrichment for able students. Each teacher should seek out opportunities within the community for his gifted students, and at the same time the principal is involved with public relations.

Too often the community has been plagued by the fear that anything special for the gifted is undemocratic, and that, in any case, the school will do whatever is required. With skillful public relations, these attitudes can be changed and molded into more constructive and unified ideas.

Good public relations must constantly underlie any efforts the school wishes to promote in order to assure its success.

6. TEACHERS OF THE ACADEMICALLY TALENTED

"Of all the variables in the teacher-learning process, none is more significant for the pupil than the teacher." -Gold

A successful teacher of the academically talented has been described as one who can accept novel ideas without negative reaction. Well-trained teachers of exceptional ability are essential for the establishment of a meaningful program for superior students.

The criteria are the same for any good teacher, but especially should the following desirable traits be emphasized:

- Personal Traits -

Intelligence - Notable in the field of specialization and knowledge of related fields.

Enthusiasm - Arousal of student's curiosity.

Good Attitudes - Love for children, interest in teaching, a sense of humor, and open-mindedness.

Vigorous Health - Physically, mentally, and emotionally alert.

Stimulating Personal Qualities - Warmth and friendliness toward students, understanding, alert, and sensitive to pupils' needs, patient, consistent.

Resourcefulness - Master of different types of teaching.

Tactfulness - Good public relations promotes a successful program.

- Professional Traits -

Desire to Teach the AT - Personal desire to challenge.

Wealth of Experience and Broad Cultural Background - At least two years of successful teaching experience, possessing special aptitudes.

Cooperative and Democratic Attitude - Works effectively with peers and students.

Flexibility - Acceptance of differences and original ideas in children.

Skill in Counseling - Alert, sensitive to pupils' needs.

Productiveness - Shares successful teaching techniques with others.

Self-Improvement - Seeks improvement through research and constructive criticism.

IN-SERVICE TRAINING

Actual development of an effective academically talented program is more likely to ensue when the teachers and the administrators in a unit come together for a common goal. The teachers, who normally work together, previously have recognized the needs for the AT child in the classroom. Now, in the in-service program, there is time to learn together about this child who needs a differentiated program and to plan it for him.

The following is a suggested course outline for in-service training for teachers in the Gastonia City Schools:

Background and History of the Gastonia Project

- What is being done in other school systems for academically talented students.
- What we plan to do in Gastonia

Thorough Study of the Handbook of the Gastonia Project

Review Research Done by Authorities in the Field of the Academically Talented

- Characteristics of academically talented children.
- Identification procedures - testing, screening and selecting.
- Role of parents.
- Characteristics of teacher.
- Units of work and curriculum enrichment
- Motivation and creativity

View Films of Gifted Programs in Operation

- Challenging The Gifted (Western Carolina story)
- Minerva's Children
- Time for Talent

Consultant to Guide Seminar

PROPOSED SCHEDULE FOR TEACHERS' ONE-WEEK WORKSHOP

MONDAY

Morning:

8:30 - 10:00 - "Project Gastonia-Academically Talented"
10:00 - 10:15 - Break
10:15 - 11:15 - What other programs are doing
11:15 - 11:45 - Future plans
11:45 - 12:45 - Lunch

Afternoon:
12:45 - 2:00 - View and discuss one film
2:00 - 2:15 - Break
2:15 - 4:00 - Setting up small group projects

TUESDAY

Morning:
8:30 - 10:00 - Research and reading in selected areas
10:00 - 10:15 - Break
10:15 - 11:45 - Research and reading in selected areas
11:45 - 12:45 - Lunch

Afternoon:
12:45 - 2:00 - Independent planning for summer enrichment
2:00 - 2:15 - Break
2:15 - 4:00 - Independent planning for summer enrichment

WEDNESDAY

Morning:
8:30 - 10:00 - Consultant's presentation
10:00 - 10:15 - Break
10:15 - 11:45 - Class discussion led by consultant
11:45 - 12:45 - Lunch

Afternoon:
12:45 - 1:15 - Consultant with Group A (remaining groups-independent
1:15 - 1:45 - Consultant with Group B planning)
1:45 - 2:15 - Consultant with Group C
2:15 - 2:30 - Break
2:30 - 3:00 - Consultant with Group D
3:00 - 3:30 - Consultant with Group E
3:30 - 4:00 - Consultant with Group F

THURSDAY

Morning:
8:30 - 10:00 - Consultant's presentation
10:00 - 10:15 - Break
10:15 - 11:45 - Class discussion led by consultant
11:45 - 12:45 - Lunch

Afternoon:
12:45 - 1:00 - Consultant with Group A (Finalizing reports)
1:00 - 1:15 - Consultant with Group B
1:15 - 1:30 - Consultant with Group C
1:30 - 1:45 - Consultant with Group D
1:45 - 2:00 - Consultant with Group E
2:00 - 2:15 - Consultant with Group F
2:15 - 2:30 - Break
2:30 - 4:00 - Class discussion led by consultant

FRIDAY

Morning:

8:30 - 9:00 - Group A report
9:00 - 9:30 - Group B report
9:30 - 10:00 - Group C report
10:00 - 10:15 - Break
10:15 - 10:45 - Group D report
10:45 - 11:15 - Group E report
11:15 - 11:45 - Group F report
11:45 - 12:45 - Lunch

Afternoon:

12:45 - 2:00 - Class discussion
2:00 - 2:15 - Break
2:15 - 4:00 - Evaluation

7. THE ROLE OF THE PARENTS

Parents are the first and strongest influence on a child. The home environment will largely determine the course of his development.

The childhood of unusually creative people suggests that the bright and talented flourish in homes where parents encourage: Original Thinking; Questioning; and Experimentation without being over-demanding.

Parents and teachers need each other's help. They are natural allies in the process of bringing up a gifted child. Their common goal is to do what is best for the child. Both teachers and parents usually prefer a frank, realistic approach to matters they can do something about.

Studies show that the father's influence can be an even stronger force than the mother's in shaping children's intellectual tastes and interests.

Congenial family living fosters sound emotional and social development. Wholesome family life can minimize development of such traits as:

- One-sidedness
- Bossiness
- Selfishness
- Solitariness

The home should provide for these children:

- Wide reading interests
- Interesting conversation with older persons
- Answers to questions seeking information
- Experiences in construction, science, dramatics, writing, art and other hobby interests

Parents should avoid:

- Dictating or dominating
- Thwarting a child's interest in some new activity
- Pressuring
- Pushing
- Exploiting

The parents should:

- Be enthusiastic and share the child's enthusiasm.
- Give positive encouragement and have confidence in the child's capacity to grow.
- Share experiences with the child.
- Give the child freedom and independence along with reasonable direction and control.
- Provide the child with opportunities to try out his own ideas.
- Comprehend the child's abilities and limitations in order to make reasonable demands of him.

- Assign to the child responsibility commensurate with his maturity to develop a feeling of importance and security.
- Perceive social needs of the child and meet them by giving special help, especially if undesirable traits begin to appear.
- Foster moral and spiritual values.
- Decrease personal conflict by helping the child understand his behavior.
- Treat all children in the family, including the AT child, as individuals.

QUESTIONS PARENTS ASK

Following are questions that parents often ask about the program for the gifted and answers that may be given to them:

1. QUESTION: What does the term "exceptionally talented" mean?

   ANSWER: Terms such as exceptionally talented, educationally superior, gifted, etc., have a variety of meanings. Various authors and various education departments choose meanings which best suit the need of students in their own particular situation. In North Carolina, the term "exceptionally talented" is defined by law (Article 38, Public School Laws of North Carolina). It refers to those students who have the following qualifications:
   - A score of 120 or higher on a group IQ test. (100 is about average).
   - A group academic achievement test score showing that the student is achieving two or more grades higher than the grade that he is in.
   - Emotional adjustment that is average or better.
   - A majority of grades A and B.
   - Shall be recommended by the student's teacher or principal.

2. QUESTION: Other than test scores, what characteristics are exceptionally talented children likely to have that would indicate these abilities to parents?

   ANSWER: While research has shown that it is impossible to recognize all exceptionally talented children without the use of tests, it has also served to alleviate some gross misconceptions. For instance, in the past these children were often thought to be "eggheads" and frail weaklings. The best research available gives the following picture of the exceptionally talented student:

   - The child probably learned to walk before the average child.
   - He is generally above average for his age in height, weight, and physical endurance.
   - He is generally above average in strength of grip, leg strength, and speed in running.
   - He will be a little less likely to suffer a mental disorder (nervous breakdown) during his lifetime.

- He will generally be more independent than the average child.
- He will usually get along better with his parents and friends.
- He will show a better than average ability to evaluate facts and arguments.
- He will be able to solve more complex problems, puzzles, and games.
- He will learn to read easily and will read more and better books.
- He is likely to make more collections and have more hobbies and acquire more knowledge of games and plays than the average child.
- He will be less inclined to boast or overstate his knowledge; he will be more trustworthy when under temptation to cheat, and will score higher on tests of emotional stability.

3. QUESTION: In what areas are exceptionally talented children superior?

ANSWER: Students identified as exceptionally talented are selected on their ability to cover more subject matter in school and to go deeper into their subject matter than the average students. They generally are no more talented in music or art than the average students. They likewise are no more likely to become successful at skilled occupations such as auto mechanics or brick-laying than the average student.

4. QUESTION: Will my child's grades be lower if he is placed in an exceptionally talented class?

ANSWER: The grading system to be used is determined by the local school. Several different systems are used across the state. In some cases, grades remain about the same. In others, grades are generally somewhat lower. However, children are not penalized if their grades do drop because their records will show which grades were earned in an exceptionally talented class. A grade of "B" in an exceptionally talented class is often more respected by college placement boards than an "A" in a regular class. College board test scores will often carry more weight for admission to college than high school grades and students who have been in exceptionally talented classes generally score higher on college board tests.

5. QUESTION: When are exceptionally talented children identified?

ANSWER: Local school units decide the grade level at which exceptionally talented classes are started. More schools identify students and start classes at the fifth grade than at any other grade. It is possible, however, to effectively identify exceptionally talented children in the second grade, and this is done by some schools. Other schools wait until the student is in high school to begin exceptionally talented classes.

6. QUESTION: Do parents have any assurance that their child will remain talented as he continues to develop and mature?

ANSWER: It was once thought that exceptionally talented children "burned out" early and often fell below the average students in ability early in life. It has now been proved that this is not the case. Many studies have shown that those who are superior in ability as children will in almost all cases remain superior throughout their lifetime. Dr. Lewis Terman has been carefully following a group that was identified as gifted in 1921. They have continued to improve their relative status since that time. This and other studies have shown that the "early ripe, early rot" theory is not correct.

7. QUESTION: Why do we need separate classes for the exceptionally talented?

ANSWER: Our teachers have been trained to work mostly with the "average" or middle group. Those who are very high or very low in ability usually get short-changed in a regular classroom. Even those teachers who have had training in working with students with low and high ability generally find little time for working with them after giving adequate instruction to the average students. When time is available, it usually goes toward helping the slower students. It is generally felt that the brighter students can "get it on their own". Research studies have shown that this is not the case. The school drop-out rate is almost as high for the bright students as it is for the slower students. All students who are properly identified as exceptionally talented have the ability to complete a college education. However, only 60% of them go to college and only about 20% complete their college work. The exceptionally talented program in North Carolina is an attempt to correct this waste of talent.

8. QUESTION: What are the effects of acceleration on these students?

ANSWER: Early attempts at acceleration worked well for instructional purposes but caused some social problems. After a few years of acceleration the student found himself in classes with students three or four years older than himself. Some students could meet requirements for high school graduation when they were no older than fourteen or fifteen. They were then often denied admission to college at that age, and those who were admitted were generally "out of place" with the older college students.

Acceleration programs have mostly been abandoned. A more realistic approach is enrichment. Enrichment programs provide an opportunity for the student to go deeper into the material presented at his grade level instead of giving him the material that he would normally get at the next grade level. Exceptionally talented programs in North Carolina stress enrichment instead of accelearation.

9. QUESTION: What goes on in exceptionally talented classes that is different from regular classroom:

ANSWER: In an attempt to answer this question, many prominent educators from all over the nation were asked to give their opinion of what should be different. Almost all agreed that the subject matter should be essentially

the same. The difference should be in the way the material is presented. In the regular classroom much of the student's time is spent learning facts and opinions. Talented students can learn this information more rapidly than average students. In exceptionally talented classes the students learn this basic information rapidly and then move on to more complex operations, such as evaluating the facts and using them to form new ideas, without having to wait for the slower students to catch up.

10. QUESTION: Will students in these classes miss the regular curriculum?

ANSWER: No, the subject areas covered are the same as the regular curriculum. In most cases the same textbooks are used. Since the material in the basic text can be learned more rapidly, students are given an opportunity to go into the material more deeply by using supplementary materials.

11. QUESTION: How does the school know if the special class plan is a good technique for talented students?

ANSWER: In order to qualify for a state supported program for exceptionally talented students, a school must have a well-planned program of evaluation. In addition to these local evaluations, the Department of Public Instruction carries on a very comprehensive program of evaluation on the state-wide program. These evaluations have shown positive effects since the program was started in 1961. They have also shown that the programs have been constantly improving each year.

12. QUESTION: Won't recognizing these students as the brightest in the school cause them to become snobbish?

ANSWER: This shall not be a problem. Studies have shown that students are more likely to feel superior if left in a regular classroom where they always know the answers to questions and always make the highest grades. Often students who have felt superior to their classmates have had a favorable change in attitude when placed in classes with students who were as intelligent as themselves.

13. QUESTION: I often hear that students are already being given too much work. Aren't these classes likely to overwork students and cause emotional problems?

ANSWER: This has not been a problem. Since these students can work faster, and since their stamina is greater, they usually have to work no harder in these classes than the average student does in the regular classroom. Students with average ability would find the work too difficult. That is why Article 38 of the Public School Laws prohibits them from being placed in these classes.

14. QUESTION: Will my child have more homework?

ANSWER: The answer to this question depends upon the individual teacher. When several teachers and students around the state were asked this question, most stated that the homework was about the same as that in the average classroom. Most agreed that there were fewer daily homework assignments but more extended assignments such as essays and research projects. Very few students indicated that they were given too much homework.

15. QUESTION: Can my child be removed from the class if we don't think that he is responding favorably in the class?

ANSWER: Yes, participation in the class is voluntary.

16. QUESTION: How many exceptionally talented classes are there in the state?

ANSWER: At the present time, there are 329 classes located in 97 different public schools. The Exceptionally Talented Section of the Department of Public Instruction supports 240 of them through special funds appropriated by the legislature. The remaining 89 are supported from other funds.

17. QUESTION: Do other states have special provisions for the exceptionally talented?

ANSWER: When North Carolina began its program in 1961, it was the second state in the United States to have a state-wide program. At the present time almost all states are beginning to make some special provision for exceptionally talented students.

18. QUESTION: Is the exceptionally talented program in North Carolina an experimental project?

ANSWER: No, the program is a regular permanent part of the Department of Public Instruction. It is based on a prior experimental project, but was made permanent by the state legislature in 1961.

19. QUESTION: Is the Gastonia Project financed by one of the new Federal Aid to Education Programs?

ANSWER: Yes, our summer pilot program and 1968-69 academic year program will be financed under Title III of the Federal Aid to Education Program. However, this aid will be phased out after 3 years, and the project will become part of the local program.

20. QUESTION: How should I, as a parent, treat an exceptionally talented child?

ANSWER: Educational experts say that this child should be treated as an individual just as you would any other child in the family.

8. ACADEMIC PROGRAM

Curriculum Enrichment

Enrichment is one widely used method of effectively handling AT children. The purpose of enriching the school program, for the academically talented children, is to stimulate and foster optimum development according to their abilities and compatible with their needs and interests.

To reach this objective, academically talented children must be helped to know themselves, their strengths, limitations, the resources they may use, and their responsibilities both to themselves and others.

Enrichment provides for a broader scope of activities, it challenges and encourages special interests, it fosters talent, originality and creativity. Teaching the AT lies not so much in the kind of experiences provided as in the variety, depth, and advanced level of the differentiation of the work.

Let it be understood that enrichment does not infringe upon the curriculum of the succeeding grade but instead expands the course concepts of the present grade.

Basically, enrichment consists of the selection and organization of learning experiences appropriate to the youths' adequate development. It is not, therefore, "special education" in the meaning in which the term is generally used - giving attention to students with unusual problems - but rather the essence of all good education.[6]

Teaching Techniques

Knowing that academically talented students are different from other boys and girls and that they are different from each other, the teachers will want to use techniques and resources that will inspire, challenge, and motivate the learning procedures to accommodate the differences among their students.

For many years, the most popular means of meeting different needs of gifted children has been acceleration and grouping.

Acceleration is often confused with "skipping" over work of one grade. Acceleration in this sense has proved unsuccessful because the children often miss learning the fundamentals vital to further study, and they are subjected to personality and adjustment problems because they are with older children. Only when the child is well above average in achievement, and is developed physically and socially to the extent that he will be happy with older children, should he be accelerated.

Full-Time Grouping

This method of grouping can be used by schools with a large enrollment. Students who have been identified as academically talented are assigned to groups which remain together for the entire day. These students spend all of their school time with others of like ability.

[6]Passow, Harry, "Enrichment of Education for the Gifted," Education for the Gifted, Fifty-Seventh Yearbook of the National Society for the Study of Education, Part II, N.B. Henry, ed. (Chicago: University of Chicago Press, 1958), p. 193

Part-Time Grouping

Homogeneous grouping based on mental ability has been tried on a part-time basis in many schools. In part-time grouping plans, the gifted student is placed with others of his ability in a separate class for special subjects, but he also spends part of the day with his peers.

Cluster Grouping

Cluster grouping allows children to be kept within their normal age group rather than placing them in special classes or in accelerated groups. This plan is an administrative one in which the school arranges to place a certain number of academically talented students from two to no more than 10 in one classroom. Cluster groups may be arranged for any grade level with one teacher receiving the cluster of academically talented along with a heterogeneous group. Children in the cluster are from the top percentile of the grade level. Research indicates this type of grouping has proved beneficial to both the teacher and students. The academically talented students make friends among their own group and soon make friends with other children in the classroom. This abolishes the isolated position of the gifted child in the usual classroom situation.

Nongraded

The nongraded primary school is an attempt to meet tht needs of the academically superior student by providing a program which allows the gifted child to progress at a rate commensurate to his ability while allowing the not-so-gifted child to progress at his own rate without the stigma of failure.

When a child enters school, his reading readiness is evaluated and the groups are organized according to ability. This forms an initial grouping which is flexible throughout the entire primary school.

Children move through the reading program at as rapid a rate as they are able. Children who are mature may enter the fourth grade after three years in the primary school. The gifted child may move at a more rapid rate and may complete the levels of work in two years. Some children may require more than three years in the primary school. Because of absences, or because they need more time to mature, some children may require four years in the primary school.

Some schools using the nongraded primary plan in North Carolina are:

Elmhurst School, Greenville City
Valley Hill, Henderson County
South Elementary, Mooresville City
Park View, Mooresville City
Reidsville, Reidsville City [7]

During the past ten years, a strong interest in special classes for the academically talented has emerged. The planning committee for Gastonia's program for the AT feels that the most feasible method would be full-time grouping with the AT students brought to a central location. The teachers selected will plan a broadened and in-depth curriculum according to the needs of the group being instructed.

[7] Bixler, Harold (ed.), Providing for the Bright and Gifted, 1961.

When the term "educational objectives" is used, it means formulation of the ways students are expected to be changed by the educative processes. Many educational operations have been set forth by Benjamin S. Bloom, J. S. Bruner, and J. P. Guilford. The North Carolina State Department of Public Instruction in understanding the different levels in the educative processes advocates the employment of Bloom's Taxonomy of Educational Objectives.

The taxonomy is a classification of student behaviors which represent the intended outcomes of the learning experiences - ways in which individuals act, think and feel as the result of participating in some unit of instruction. The taxonomy is composed of the following categories: knowledge, comprehension, application, analysis, synthesis and evaluation. Each classification demands the skills and abilities which are lower in the classification order.

Knowledge: Knowledge as defined here includes those behaviors which emphasize the remembering, either by recognition or recall, of specific facts, events, dates, persons, places, terminology, sources of information, knowledge of the ways of organizing, studying, judging and criticizing ideas and phenomena, knowledge of theories and structures, universals or abstractions in a field.

Comprehension: Use of knowledge showing understanding of knowledge; translation (skill in rendering from one form to another); interpretation (new view of the material, reordering); extrapolation (ability to extend).

Application: Use of appropriate abstractions or principles in solving a new problem or situation. "In essence, this category includes the application of generalizations, principles, and abstractions to new situations. The effectiveness of any educational program will be partially dependent on how well the students apply knowledge to new learning situations. Research has shown that comprehending a principle does not necessarily indicate its effective use in application." [8]

Analysis: This is a more advanced level than those previously mentioned. In analysis, there is a breakdown of material into constituent parts and detection of the interrelationships of the parts and their organization.

Synthesis: This involves putting together elements or parts of material and knowledge to form a new structure. Recombination of previous experiences and/or learnings to form different material or apply to new and varied experiences is synthesis.

Evaluation: "Evaluation is the making of judgments about the value of ideas, works, solutions, methods, material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical or satisfying."[9] Evaluation is a culmination of the previous stages and involves all other categories of knowledge.

By applying Bloom's Taxonomy of Educational Objectives, a teacher may stimulate students to advance through the levels of thinking.

[8] Bloom, Banjamin S., Taxonomy of Educational Objectives: Cognitive Domain (New York: David McKay Co., Inc., 1956).

[9] Ibid, p. 185

Educators realize that teaching methods differ in emphasis with respect to participation and content. The methods associated with maximum individual participation are the most productive. The following methods or techniques are highly recommended:

Individual Projects

The individual project technique is a self-motivated, purposeful activity based on interest, needs, and capabilities of the learner. A goal makes it possible for him to help, plan, organize, and evaluate his own progress. A variety of techniques, (such as observing, researching, studying) makes this a meaningful experience which develops creativity, self-reliance, and independent study and work habits for the learner. "Study Skills" are an integral part of this method. The use of this method is one of the most effective of providing for individual differences.

Seminar

A seminar consists of a small group of individuals with a discussion leader who may be an expert in his field. During the discussion which is the means of critical examination of conflicts or problems, he may remain neutral or participate as an expert. There are several advantages of small-group seminars:

- Individuals can contribute actively and frequently.
- Time is available for individual discussion, criticism, and evaluation.
- Sharing of ideas is emphasized.

Demonstration - Participation

The demonstration technique involves the act of showing and explaining objects or processes. It is economical in terms of time and material expended and may be repeated. Maximum benefit is derived if the pupil, rather than the teacher, conducts the demonstration.

Lecture

The lecture method of presenting matherials may be used when the motivation for content-oriented in formation is strong. It can be useful when dealing with large groups and can be an effective method of utilizing the experiences of resource people.

Recitation

In the recitation technique, the pupil makes a contribution to the class by sharing his experiences. It is more than the ordinary "question and answer" type session in which pupils dutifully repeat the facts studied. The teacher encourages pupils to ask and to answer questions. The teacher can do this by courteous consideration of all questions and by stimulating thought toward problematic situations. Teacher-pupil rapport is necessary for this kind of learning techniques.

Debate

Debaters are organized as teams. Teams usually consists of no more than three members. An issue is posed, and teams are assigned a point of view to be developed and to be defended. Class members who are not participating in the debate may act as judges.

Sociodrama - Sociodance

These terms are used to indicate the acting out in a spontaneous way of situations of importance to individuals and groups. The pupils perform an imaginary scene without a prepared script or costumes.

Role Playing

This term is used to indicate the acting out in a spontaneous way of structured situations of importance to individuals and groups.

Dramatization

This term is used to describe a performance with a prepared script.

Inquiry Training

Inquiry training is a method of encouraging and guiding pupils in the development of various skills particulary those of critical and creative thinking. It involves a particular kind of social climate and specific procedures.

The social climate is one of freedom and acceptance on the part of both the teacher and the pupils. Rapport must develop among the participants.

The procedures center around a question which is posed for the group's consideration. Pupils ask questions framed to elicit "yes" or "no" answers. The teacher must not respond with all the answers but must serve as a store house of information to answer "yes" and "no" questions. Pupils are free to confer with other participants and to use outside resources. As ideas evolve, pupils are permitted to state their theories. If it is necessary, the teacher refers to the pupils' own statements of theory. He also provides guidance in such matters as "who gets the floor next," "when a theory needs to be tested", "when a conference needs to be called", and "when other resources can be utilized."

The teacher should keep in mind the objectives of the curriculum when employing these learning techniques. The most important purpose of teaching is to help the pupils develop skills. Teaching content of a subject - for content's sake - is a violation of the objectives of the curriculum and will not result in effective and efficient learning. Content has worth only when used to help pupils draw conclusions for themselves. It is not how much content is learned, but rather what is done with what has been learned.[10]

[10] Darden, Woodrow J. (Ed.) Space Curriculum Guidelines, 1965.

CHALLENGING ASSIGNMENTS FOR THE GIFTED

Caution - HIGH VOLTAGE! The preparation and use of challenging assignments for the AT is a complex and also unique task. Complex in that assignments involving AT children in more difficult mental exercises need both goals and direction. Unique in that each AT child must be helped individually. There are few AT children who follow general rules or patterns.

Challenging assignments are a part of the general problem of improving the quality of education offered each student. The gifted does not differ from other pupils in the need for assignments and exercises which challenge him to develop his ability to draw inferences, to compare, to relate, and to reach generalizations. Challenging assignments are those exercises which permit the academically talented to attain these goals.

Caustion in the number of such assignments as well as in the time alloted is necessary. Otherwise, serious overloads may be imposed upon some students. To prevent any undue burden or overload, the following guidelines are presented:

Assignments, time to prepare, and date due are clear. Because the unique mental abilities of gifted pupils allow them to see deeper and further into problems, such students tend to carry their assignments to greater depth and length. Such students make their own "challenging" exercises. Teachers help such students by setting the limits and boundaries for each assignment. Many have found that duplicating the class exercises prevents many misunderstandings and clarifies the purpose of the exercise. This also saves valuable class time.

Purpose of the assignment is understood. Most educational teacher training textbooks stress the need for motivating students to complete the necessary exercises. Time spent in making sure the purpose of the assignment is clear is seldom wasted. Challenging superior students to study suitable materials on the basis of marks alone is not sufficient motivation for the AT. Giving the same assignment to all class members also usually fails to stimulate all students equally.

Purpose implies that the teacher has evaluated the exercises suggested by the textbook or curriculum guides in terms of application to his course. Some students may need to work or complete each suggested step before the concept, principle, or process is understood. Others may reach the same or better understanding by working only the last few exercises. Quality teaching implies the teacher has assigned the proper load to each student.

Drill-type exercises usually suggested by the textbooks are usually steps to complete comprehension of the preceding chapter. Some teachers of the AT have reported success using the odd-numbered questions for homework and the even-numbered ones for testing purposes. A few teachers do not require the "A" student to hand in any drill-type exercise as long as he maintains an "A" test average.

A few AT children need considerable drill before mastery of concepts is attained. Most seem able to attain mastery with little drill. Drill is recommended only after diagnostic tests and scales show that this is necessary.

Purpose is nullified unless the teacher recognizes that drill and homework exercises are of little value unless promptly evaluated and returned to the pupil.

In general, the better type of assignments use facts and details only in developing insight and understanding of the basic laws and principles. Recent national surveys indicate that teachers recognize that far too much time is being spent developing "basic vocabularies" to the detriment of learning the most important principles.

Challenging assignments include:

1. Opportunity for critical evaluation. This may include comparisons, such as the differences or similarities, the items in common, etc. Just as one can ice skate only when ice is present, so students can make critical evaluations only when the assignment provides materials to be evaluated, analyzed, or compared.

2. Developing insight into basic laws and principles. Research studies, particularly in science, indicate that students may develop a better understanding of basic principles and concepts by using simple, illustrative devices and equipment. Student use of such devices produced higher levels of understanding than more formal exposition of the laws (teacher talk) or teacher demonstrations involving complex equipment. Whether the subject is history, science, mathematics, or English, most educators believe that the recognition and use of the basic principles are among the most desirable educational outcomes.

3. Ability to apply the general rules is also important. Whether the issue at hand involves segregation, set theory, expository writing, or the theory of evolution, the AT should be helped to see, understand, and use, where possible, the general laws and their relationships.

4. Original thinking and discovery. The important work in this phrase is "original" since it is necessary to understand to whom the thinking is original. The challenging assignment sets the stage to that the student is led into discovering for himself the principles. Students able to do this are the really gifted ones and deserve additional nurture. The converse of this phrase is, all too often, "the teacher said." The thrill of discovery is one of the rewards to the student for completing the challenging exercise. [11]

[11] Banks, George W. and Marguerite J. White, "A Guide for Teachers of the Gifted." (San Diego City Schools, San Diego, California, 1960).

EXAMPLES TO SHOW HOW THE AT PROGRAM MAY BE ENRICHED

I. FOURTH GRADE - An Example of Enrichment in a Daily Lesson in Arithmetic.

Increased proficiency in the use of the operations of arithmetic is one of the main goals of fourth grade arithmetic.

Daily Lesson

Purpose: To help maintain their multiplication and division skills.
Content: Pupils review the procedures involved in doing multiplication and division by doing examples on the board. Use the grid and the algorithm. Have examples checked.

Regular class- Have pupils do a practice page from the book independently.

Enrichment - Have more able pupils also do some restoration problems such as:

Problem	Solution
49 x□ = □45	49 x5 = 245
34 = 2)□□	34 = 2)68

II. FIFTH GRADE - Social Studies - An Example of a Unit

Course Content - Emphasis upon study of the United States with a brief survey of the geography of Canada and Latin America.

Major Topics:

- Geography
- Discovery
- Explorations
- Settlement
- Formation of a new nation
- Expansion
- Government

Enrichment Beyond The Regular Curriculum

Government Unit

- How the United States Government developed
  - English Colonial grants and charters
  - Beginnings of self-government

- Beginnings of self-government (continued)
  - Breaking of charter contracts
  - Organization before the American Revolution
  - First Contenintal Congress
- Declaration of Independence and Government During the Revolution
- Government under the Articles of Confederation
  - Weaknesses
  - Adoption of Constitution
  - Government under Washington

- Organization of the United States government
  - United States Constitution
  - Executive Branch
  - Legislative
  - Judicial
  - Civil Service
  - Election and voting
  - Political parties, groups, and practices
  - State government
  - County and township government
  - City, town, and village government
  - Government of United States possessions

- What government does for us
  - City government
    - City planning
    - Municipal ownership
    - Parks
    - Services of the city government
  - State government
    - Civil
    - Defense
  - Federal government

- Our responsibilities as citizens
  - Voting
  - Holding office
  - Taking part in civic activities

- Our rights as citizens
  - Citizenship
  - Freedom
  - Justice
  - Equality
  - Protection

- Comparison of different kinds of government
  - Autocratic compared with popular government
  - Presidental compared with cabinet government
  - Democracy compared with totaliterian government such as communism, fascism, and dictatorship

III. SIXTH GRADE - Language Arts - Reading - An Example of a Unit

Course Content

- Maintain and extend skills taught in grades 1 - 5
- Develop the attitude of reading for a purpose
  - To draw valid conclusions
  - To locate pertinent data
  - To get main ideas
  - To note details
- Use library-dictionary, encyclopedias, maps, anthologies, vertical files, card catalogue, and reference books
- *Encourage the enjoyment of good literature
  - Develop mastery of the techniques of self-help in building a more effective vocabulary
  - Develop independent methods of recognizing words
  - Develop the ability of reading orally to please an audience
  - Develop the skills of comprehension and interpretation of facts

Book Review Unit (Encourage the enjoyment of good literature)

- Possible means of presentation
  - Autobiography: Pretend you are the person in the book and write an autobiography
  - Fiction: Give a skit from a book
  - Round table discussion (small group): Organize a discussion of an assigned book taken from the reading list
  - Written reports made on books read from the reading list
  - Read a book teaching how to do something that you didn't know before. Give evidence that you have learned this new thing
  - Give a list of challenging reading to students - Extra credit is given for this kind of report
  - Character study
    - Class reads Blue Willow or A Wrinkle in Time
    - Discuss it
    - Read some parts aloud
    - Give skits - picking out interesting figures of speech to make character seem more life-like.
  - Outline and write a character study of one of the characters in a book

IV. SEVENTH GRADE - Math

Course Content

- Review of basic multiplication and additional facts
  - An understanding of decimal place-values-other numeration systems
- Geometry - Instructive and description development of the properties of various geometric figures - the study of properties of points, lines and plains
- Factoring and Prime numbers

* Enrichment beyond the regular curriculum

- Mathematical systems
  - Concepts of structural patterns
  - The system of intergers
  - Rational numbers
  - The properties of additive and multiplicative inverse and the use of minus signs
- Measurements
- *Graphs
- Applications

Enrichment

- Types of graphs
  - Dot pictographs - pictographs represented by dots instead of symbols. Require the reading of title and legend for information.
  - Bar graph
  - Line graph
  - Circle graph
  - Divided horizontal graphs
  - Time lines
  - Pictograms
  - Frequency curve
  - Comparison graphs

- Models
  - construct models of various sorts such as geometric figures
  - Construct models of buildings, airports, airplanes, etc.

- Charts and maps
  - What information is given on a weather map?
  - Learn to locate places on a road map
  - Investigate the scale to which maps are drawn
  - Provide opportunities to consult map, charts, graphs, and diagrams and to solve problems from these materials. Let them show arithmetical data in tables and graphic form.

- Scale drawing
  - Students showing interest in architecture, surveying, etc. can be assigned a project with actual measurements drawn to scale.
  - Make a scale drawing of the school grounds showing sidewalks, roads, play grounds and buildings.
  - Draw a plan for the classroom, gym, audiotorium, etc. to scale.
  - Technique of enlarging and drawing to scale.
  - Make a graph showing increase in population and shift of population center.

V. EIGHTH GRADE - Science (Basal textbook - Modern Earth Science, Holt, 1961.)

Course Content:

- Major topics of the earth science course include:
  - The origin of the earth
  - The earth in space
  - Space exploration
  - *Structure and composition of the earth
  - Earth processes
  - Meteorology
  - Oceanography
  - Eras of geologic time

- Regular course outline

  Unit Objectives:

  - To develop an understanding of the matter which makes up the lithosphere, hydrosphere, and atmosphere.

  - To show the relation of chemistry to earth science and develop an understanding of the composition of the atoms and molecules that make up the universe.

  - To develop an understanding of the physical and chemical properties of minerals and learn to use a mineral key for identification.

  - To develop an understanding of the origins of igneous, sedimentary, and metamorphic rocks.

- Earth Chemistry
  - Elements
    - Metals
    - Nonmetals
    - Metalloids

  - Structure of the atom
    - Protons
    - Neutrons
    - Electrons
    - Isotopes

  - Compounds
    - The formation of chemical compounds
      - Mixtures
      - Solutions
      - Formulas
    - Types of chemical compounds
      - Oxides
      - Acids
      - Bases
      - Salts

- Types of chemical reactions
  - Synthesis
  - Decomposition
  - Single replacement
  - Double replacement

- Minerals
  - Types
    - Silicious minerals
    - Nonmetallic minerals
    - Metallic ore minerals

  - Identification of minerals
    - Problems of identification
      - Visible characteristics of minerals
        - Color
        - Streak
        - Luster
        - Crystal form
        - Cleavage and fracture
      - Other mineral characteristics and properties
        - Hardness-moh's scale
        - Specific gravity
        - Magnetism
        - Electrical properties
        - Fluorescence and phosphorescence
        - Radio activity
      - Testing methods
        - Chemical tests - the acid test
        - Flame tests
        - Bead tests

- Rocks
  - Igneous
  - Sedimentary
  - Metamorphic
  - Rock structures
    - Stratification
    - Massive
    - Jointing

POSSIBLE ENRICHMENT SUGGESTIONS
Demonstrations, Projects, and Experiments

1. Grow and study crystals. These will not be minerals, but will be just as good for studying crystallography. May grow any of the following crystal: Sodium chloride
   Silver Nitrate
   Potassium Dichromate
   Ammonium Chloride
   Thymal crystals
   Soap, a potato or balsa wood may be used to cut models to show crystal form.

2. Personal collections - (hold trading sessions)

3. Resource people to visit class:
   - Local geologist or "rockhound" to discuss collecting in locality.
   - Jeweler to talk about precious stones and gem cutting.
   - Mathematics teacher to discuss geometry of crystal forms.
   - Local industrialist to talk about the industrial uses of minerals.
   - Geologist from mining concern, college, museum or state geological survey to discuss the origin and decomposition of minerals.

4. Field trips
   - Museum
   - College or university geology or mineralogy department
   - Local "rockhounds" collections
   - Collection sites such as river banks, mine dumps, gravel pits, road cuts, quarries
   - Industries such as foundaries, cement plants, chemical laboratories that work directly with minerals

5. Have student groups prepare bulletin boards and displays and write short articles on some phase of mineralogy for a group newspaper - "Pebble Pup Press".

6. Student investigations or projects
   - Sedimentation form layers
   - Permanent artificial sedimentary rock by adding cement to above
   - Spread a small sample of sand on a squared millimeter paper. The sand *should be a mixture of various* components and sizes. Have students identify minerals and other fragments, their sizes, size ranges, roundness, or other shapes, and relative abundance.

7. Prepare reports on variety of subjects:
   - Rocks for building materials
   - Quarrying or mining methods
   - The economic value of a particular rock
   - Diagrams, maps, or drawings to show types of surface rocks or cross-section diagrams to show subsurface structures.

8. Flame and Borax Bead tests. Some suggested questions and unsolved geologic problems for stimulation of further discussion.
   - How can mineral deposits be more readily discovered?
   - How can now useless minerals found in earth's crust be used in the future?
   - What new materials can be made from minerals?
   - How can minerals be used to tell more about the history of the earth?
   - How can metals be extracted less expensively from ores?
   - What is the basis for the threefold main division of kinds of rocks? Explain why this has been a handy and useful scheme for classifying rocks.
   - Is the entire earth made of rock? What is the crust of the earth?
   - The two rocks most prized by Indians for making arrowheads were chert and obsidian. What properties make these rocks suitable for this purpose?
   - Can you identify rocks successfully on the basis of color? Give examples to support your answer.

- Is all granite formed by freezing of a magma, or may some be formed by metamorphic processes?

- What chemical changes take place in the transformation of plant material to coal?

- What are the precise conditions of temperature, pressure, and chemical environment necessary to form various metamorphic rocks?

Many other experiments, etc. may be used or some of the above deleted according to time to be spent on the unit.

RESOURCE PEOPLE FOR STUDENTS

MUSIC

Belmont Abbey Music Department - Belmont, N. C.
Charlotte Opera Association, 519 Fenton Place, Charlotte - Phone 334-0787
Cormier, Richard, Director of Charlotte Symphony Orchestra
Friday, Mrs. Grady L., Sr., 215 West Trade Street, Dallas (retired teacher) Phone 922-3267
Gaston College Choral Music Department, Highway 321, Dallas - Ph.922-3136
Goode, Dr., State Department of Music, Raleigh
Green, Jimmy, Consultant, Silver Burdette Music Company
McCollum, Leslie, Ashley High Band Director, 1311 Park Lane, Gastonia
Oratorio Singers, Charlotte
Poevey, Deloris, Opera, Belmont - Phone: 825-8403
Rogers, Mike - Father, Forest Rogers, 1210 W. Fourth Av., Phone 865-2536
Seear, Mrs. Torban, 938 Paramount Circle, Phone 865-8671
Swalin, Dr. Benjamin, Director, North Carolina Symphony, Raleigh

DANCE

Carpenter, Mrs.Mary Ann, Former Gastonia music teacher, Statesville
Colvin, Mrs. Fanny Sue, Akers Center - Phone 864-2056
McCall, Christine, Crest Drive, Mount Holly - Phone 827-4242
Stover, Rose, YMCA, 2034 Ashton Place - Phone 864-4169

DRAMA

Elledge, Charles - Acts in HORN IN THE WEST - Contact on Mondays in Dallas, Ashebrook Park - Phone 922-7112
Gray, Mrs. George, Gastonia Little Theatre, Country Club Road - Ph. 5-3783
Jenkins, Mrs. Myra, Little Theatre, 2516 Armstrong Park Road - Ph. 7-6653
Kitchen, Nancy (Costume), 2320 Armstrong Circle - Phone 865-0201
Sauline, Joseph, Sauline Players, Belmont - Phone 825-2813
Set Directors, Charlotte Summer Theatre

LANGUAGE

Atkins, Jim - writing - Gastonia Gazette - 864-3293
Brockman, Mrs. Zoe - Gastonia Gazette - 864-3293
Gary, Kays - writing - Charlotte Observer
Summerow, Dorothy - writing - 1103 S. Belvedere - 865-1163
Williams, Bill - writing - Gastonia Gazette - 864-3293

SOCIAL STUDIES

Bach, R. O., Dr., South America, Spanish - 901 Scotch Drive, 865-8079
Durate, Hugo, Spain, 1245 Monroe Drive, 864-7286
Fenn, Peter, England - 2941 Club Drive - 864-7642
Kincaid, Mrs. Bill - Holland - 3932 Fircrest, Charlotte - 523-2742
Linderman, Betty - England, brass rubbings - Holiday Road, 864-8976
Mason, Sue - Germany - 147 North Main, Mount Holly - 827-2316
Neil, Buren - travel - 903 Churchill - 867-9713

SOCIAL STUDIES (continued)

Perry, Skippy - Spanish - 526 Rankin, Mount Holly - 827-2235
Rader, Linda - England - 2941 Club Drive - 864-6656
Seear, Torbin, Mrs. - 938 Paramount Circle - 865-8671
Shiflet, Mrs. Helen - France - Grier Apts. - 864-5178
Templeton, Elmer - Hawaii - 2611 Sheffield - 867-7868
Trakas, Mrs. George - Greece - 931 Scotch Drive - 865-5892
Walsh, Mrs. Yula - Cuba - 519 South Clay - 865-3528
Yoshino, H. S. - Japan - Wildwood Road - 867-7671

LAW AND GOVERNMENT

Gray, Jimmy - 220 West Fourth Avenue - 864-2582
Groves, Earl - 1106 Fairfield Drive - 864-2717
Taylor, Mrs. Lenora - Historic tour of Gastonia - 429 South York - 865-3583

SCIENCE

Astronomy Club - Charlotte
Crawford, Winston - Astronomy - 204 S. Random - 867-9716
Groves, Cicero - Electronics
GTI - physics - Highway 321 - 922-3136
Hanahan, Jack - Belmont Abby - geology - 415½ Main, Belmont - 825-2125
Lithium Research Society of America - Bessemer City - 629-2282
Lynn, Jim - lecturer in planetarium - Schiele Museum - 864-3962
Observatory - Belmont Abbey - 825-5147
Pearce, Georgia "Peach" - textiles - 1621 Fairfield Drive - 865-3200
Schiele, R. M. - 913 Union Road - 865-2066 - Schiele Museum
Seitz, Rudy - conservation - 825 South Jackson - 865-0249
Williamson, Mrs. Dorothy - Bell Telephone Company, 220 South St. - 867-9011

ART

Barber, Dean - 100 Rick Street, Mount Holly - 827-2377
Charlotte Art Theater - 123 West Trade - 376-1720
Honigman, Maurice (Mrs.) - 1660 Westbrook Circle - 865-1537
Humphries, Becky - Gastonia City Schools - 865-3474
Junior Service League - famous paintings
Kelly, Perry Dr. - State Department
Rauch, Mrs. Marshall -1121 Scotch Drive - 864-7797

FIELD TRIPS

ASHEVILLE

Biltmore House and Farms - historic art, architecture, furniture, etc.
Thomas Wolfe's home - famous North Carolina writer

BOONE
Horn in the West - historical play during summer

CHAPEL HILL
University of North Carolina
Planetarium at University of North Carolina

CHARLOTTE
Akers Motor Lines, Inc. - 864-6791
Douglas Municipal Airport - 392-5311
Charlotte Nature Museum and Planetarium - 1658 Sterling Road - 333-0507
Charlotte Summer Theater - Ovens Auditorium - 2700 North Independence Blvd. 376-4821
Mint Museum of Art - 501 Hempstead Place - 332-6915

CHEROKEE
Oconaluftee Indian Village
Unto These Hills - historical play of Cherokee

DURHAM
Duke Chapel at Duke University

FAYETTEVILLE
Fort Bragg Military Reservation

FLATROCK
Flatrock Playouse - summer theater

GUILFORD
Guilford Battleground - Revolutionary War battleground and museum

KINGS MOUNTAIN
Bennett Brick and Tile Company - Phifer Road - 739-3666
Foote Mineral Company - Grover Road - 739-2501
Kings Mountain Battleground and Museum - Revolutionary War
Superior Stone Company - large quarry and rock strata - 739-4761

LINVILLE
Linville Falls

LITTLE SWITZERLAND
North Carolina Gem Museum

McADENVILLE
Aviary Farm - small zoo

MANTEO
Elizabethan Gardens
The Lost Colony - historical play
Wright Memorial - First airplane flight site

MOORESVILLE

Cowan's Ford Dam

RALEIGH

Art Museum
Capitol
Governor's Mansion
North Carolina Muscum of History
North Carolina Museum of Natural History and Archives
North Carolina School for the blind
North Carolina State University (Andrew Johnson's house on campus)
State Fair Arena (unusual architecture)
State House (place where legislature meets)
State Penitentiary

WILMINGTON

Battleship North Carolina
Orton Plantation

WILSTON-SALEM

Old Salem and the historical play on Salem
R. J. Reynolds Tobacco Company
Wake Forest University

GRADING

The grading system to be used is determined by the local school system. Several different systems are used across the state. In some cases grades remain about the same. In others, grades are generally somewhat lower. However, children are not penalized if their grades do drop because their records will show which grades were earned in an academically talented class. A grade of "B" in an exceptionally talented class is often more respected by college placement boards than an "A" in a regular class. College board test scores will often carry more weight for admission to college than high school grades and students who have been in exceptionally talented classes generally score higher on college board tests.

Below are grading systems which are currently being tried in some AT classes:

A. Give no grade below "B".

B. If the grade falls below "B", return the student to a regular class.

C. Let an "A" be given for what would be equivalent to an "A" in a regular class.

D. Equate and weigh the grades obtained in these special classes when making the student's final grade-point average.

E. Denote on the student's transcript the fact that a certain grade was made in these special classes.

F. Set up some minimum standards for staying in the group.

The recommended grading system for regular school year AT classes in the Gastonia City Schools was formulated after much research and discussion. It is realized that any grading system needs re-evaluation from time to time; however, the student who is placed in an AT class should not be penalized by a rigid, traditional system of grading. It is felt that for a differential program, such as we are proposing, a differential grading system should be used. Therefore, the grading system below is recommended for our use. Appropriate revisions will be made to this grading system when deemed advisable.

Students in grades where A-E symbols are used will receive an A, A-, or A plus for superior or very superior work. All other students will be marked on basis of B, B minus, or B plus. Should it become obvious through performance and achievement that a student is not performing as expected, the teacher should request that the principal arrange a conference with the parents to discuss their child. The student may be included in the conference at this time, depending upon the judgment of school personnel and parents. Sometimes it might be advisable to have a conference with the student following the parent conference. Afterwards, the teacher should continue guidance and individual help to insure that all efforts have been expended in helping the child.

In the elementary grades, H, H minus or H plus would be used instead of A, A minus or A plus. S, S minus or S plus would replace B, B minus or B plus.

COUNSELING AND GUIDANCE

Since Academically Talented children are children first and gifted second, they share with the general school population the many needs provided for by the guidance departments. Since these students are usually not trouble-makers, they may not readily come to the attention of guidance counselors. Alertness to their special needs will help to guarantee they are not being neglected in this important area.

Adequate records must be started when the child enters school and maintained throughout his school career. Identification of giftedness begins to take place in the first years of schooling when developmental patterns are being formed. Study of the well-kept cumulative records results in the discovery of his talents and the opportunity for enrichment of the curriculum.

The counselor learns about students in many ways - through test results, records, conversation with teachers, interviews with parents and the pupils themselves.

The Guidance booklet of the National Education Association Academically Talented Student Project lists clearly the responsibilities of guidance services to gifted students:

1. Locate all school and community resources which might help in identifying talent. This means working with available personnel and includes the responsibility for encouraging identification as early as possible.

2. Where resources are inadequate, make needs known to the administrators. Explain what benefits further assistance would bring to the school, the community, and the academically talented child.

3. Organize a program for identification which is systematic and complete, so that meaningful records can be accumulated without loss of valuable time. The case conference, at which information can be pooled, should be part of such a program.

4. Work regularly with all school personnel to increase awareness of talent and to exchange information which might lead to identification.

5. Work with counselees to help them assess their abilities and limitations. As the counselor takes part in this continuing process, the needs of students will be revealed.

6. Seek to overcome any personal bias that could lead to overlooking talent. Talent is not limited to any social, religious, or economic group. The talented may be dirty, delinquent, and of various religious faiths. Look for academic talent in all segments of the population.

9. PILOT PROGRAM

The Pilot Program scheduled for eight weeks during the summer of 1968 is designed to assist in the study of the academically talented child through observation and direct contact. This experimental program will put in practice ideas and procedures developed during the summer in-service planning program. Students identified during the school year as candidates will be invited to attend the summer program.

Each student selected for the Pilot Program will be given an opportunity to participate in the following areas:

a. Academic block - A two hour period of either Language Arts - Social Studies or Science - Math. The student will select one of these blocks.

b. Interest area - A fifty-five minute period devoted to the child's interest in fine and performing arts and other interest areas.

c. Self Understanding - A fifty-five minute period devoted to helping the child understand himself and others.

The experimental program will begin June 10 with one week of in-service and planning for teachers. Students will begin classes June 17 and continue through July 30, with two days off for the fourth of July. July 30 through August 6 will be used by teachers for evaluation of the program and planning for the academic year.

Length of the school day for students will be from 8:30 - 12:30 daily and for teachers 8:15 - 3:30. Teachers will use the afternoon for planning, evaluating, and securing materials for classes.

Suggestions for Pilot Program

Schedule

1. Term
   - June 10 - 14 - In-service and planning for teachers
   - June 17 - July 30 - Six weeks' program for students with two days for the fourth of July
   - July 31 - August 6 - Evaluation and planning

2. Daily
   - Students

8:30 - 10:20	Academic Block
10:20 - 10:40	Break
10:40 - 11:35	Interest Area
11:35 - 12:30	Self Understanding

. Staff

8:15 - 12:30 Academic Block and Interest Areas
12:30 - 1:30 Lunch
1:30 - 3:30 Staff meetings and planning
. Planning for academic year
. Planning and securing material for classes
. Meeting with educators from other areas
. Evaluation

Curriculum

Each student selected for the Pilot Program will be given an opportunity to participate in the following areas:

1. Academic Block
A one hour and fifty-minute period of either Language Arts-Social Studies or Math-Science. The student will select one or the other in this area.

2. Interest Area
A fifty-minute period devoted to the child's interest
. music (instrumental and vocal)
. art
. drama
. typing
. foreign language
. photography
. creative writing

3. Self-Understanding

The purposes of this session will be to help the students understand themselves in relation to the total society; to provide opportunities in which they will be allowed to express themselves on matters of current interest; to assist them in learning to have respect for the feelings of others even though their feelings may differ; to aid them in making progress in their ability to think and read critically; to guide them to a better understanding of their abilities and limitations; and to help them learn how to evaluate what they read, what they hear, and what they think and others think.

Students would be assigned to a specific teacher for group discussions. Topics for discussion would be chosen by the students and the teacher. It would be advisable to assign topics for the next day rather than choose a topic at random at the beginning of the class. Some topics may be continued for several days, while others may be exhausted in one class session. The teacher would function primarily as a catalyst, to guide the discussion and to reinforce the students' freedom to verbalize their feelings.

Some general topics for discussion:

A. The student understanding himself

. Ability - strengths and weaknesses
. Hopes and aspirations
.
.
.

B. The student in relation to others

- Classmates
- Teachers
- Parents and relatives
- Neighbors
-
-
-

C. The student and organized society

- City
- State
- National
- International
- Matters of current interest
-
-
-

EVALUATION

Evaluation is a broad, comprehensive, and ongoing process. A look at two related ways of applying the process may clarify the means by which it is accomplished.

First, there is evaluation of pupil and small-group progress carried on continuously by the teacher, the principal, and the pupils.

Second, the staff periodically takes an intensive look at the instructional program. Emphasis is focused on goals, methods, and accomplishments of the program.

Evaluation must be made in terms of the goals and objectives set forth. It generally consists of a follow-up procedure revealing what becomes of the AT children, and what return society and the individual have on the educational investment.

More scientific measurement is attained through intelligence test scores, achievement data, personality studies, and reactions of parents, teachers, and pupils.

In the evaluation of the summer program, several types of measures shall be used. Objective measures will be gained by pre-tests and post-tests on standardized achievement tests. Subjective changes will be measured by student and parent rating sheets. Surveys will be secured from participating teachers. Consultants and resource personnel will be asked to appraise the program.

SUGGESTED CURRICULA FOR PILOT PROGRAM

	LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE	MATH
FOURTH	Great books of Children's Literature and their Authors -The Library(Your Fountain of Knowledge) -You Can Be An Author Too - Art with Words	How Environment Affects Culture	Life in Your Backyard	Weight and Measures
FIFTH	- Original stories based on pioneer theme - Poetry writing - Choral reading - oral - Develop appreciation for folk and ghost tales	- Our Country Through Stories - Americans to Remember	- Nature study - Insect Collection - Common wild flowers - Common trees of the area	Build a model house to scale
SIXTH	- Plays - dramatics - Develop good taste in literature - Telling stories - Newspaper	- Artists, musicians and inventors of the Renaissance - Religions of the World	- Icology of the Pond - Microscopic plants and animals	Percents and graphs
SEVENTH	Literature by N.C.poets, authors, dramatists, journalists, Read works of these writers and discuss - Use skits, drama, reports, debates, round-table discussions	Battles in N.C. One particular war could be chosen. Battlefields, battles,people involved, causes, results, uniforms,songs, etc. are possibilities	Space Travel	Fields of math and mathematics
EIGHTH	Newspaper	People behind our American heritage. Past and present. Building the future.	Systems of the body - study any one system in depth. Correlate with Health. Make charts and models.	Metric system- pro and con History of Math

10. LOOKING AHEAD

What's in the future for the AT children in Gastonia City Schools? The future lies in the hands of the teachers and administrators who implement the program for these children. These children are different and must have a differential program. Regardless of what method of pupil deployment is used, we cannot expect to accomplish much if we simply give these boys and girls more and harder work. For that reason, the teachers in the AT classes must be able to recognize the differences in these children and make provisions in the instructional program to meet their special needs.

The tentative schedule for the Summer Pilot Program is included in this booklet. We shall ask teachers to begin making nominations for the summer program this fall, with hopes of finishing the screening of the nominations before the Christmas holidays. Shortly thereafter, parents of the selected candidates will be invited to an orientation meeting at which time the program will be discussed with them. They will then be asked to enroll their students in the summer program.

It is hoped that further funding by the Office of Education will permit us to operate an academic year during the school year 1968-69. Special provisions will be made for deployment of the students. No program under Title III can be funded for more than three years. The operation of the AT program will then become a part of the Gastonia City Schools.

11. BIBLIOGRAPHY

Bixler, Harold H. (ed.). PROVIDING FOR THE BRIGHT AND GIFTED: A MANUAL FOR ADMINISTRATORS. Cullowhee, N. C.: Guidance Clinic, 1961. 106 pp.

Bixler, Harold H. THE CULLOWHEE STORY. Cullowhee, N. C.: Guidance Clinic, 1962, 111 pp.

Bixler, Harold H., C. Douglas Carter, and C. D. Killian. ENRICHING THE CURRICULUM. Cullowhee, N. C.: Guidance Clinic, 1959. 64 pp.

Bixler, Harold H. and Anne Cowan. THE SUPERIOR AND GIFTED STUDENT PROJECT AT CULLOWHEE: A FOLLOW-UP STUDY. Cullowhee, N. C.: Guidance Clinic, 1964. 185 pp.

Bloom, Benjamin S. (ed.) TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS. New York: David McKay Company, Inc., 1967. 207 pp.

Bottrell, Harold R. TEACHING TOOLS: FIND, ARRANGE, AND USE COMMUNITY RESOURCES FOR TEACHING. Pittsburgh 13, Pennsylvania: The Box Wood Press, 1957. 139 pp.

Carter, C. Douglas. THE CHALLENGE SERIES. Cullowhee, N. C.: Commission to Study the Public School Education of Exceptionally Talented Students, 1960.

A PROGRAM FOR THE NONGRADED PRIMARY SCHOOL
A PROGRAM FOR GIFTED CHILDREN IN THE FOURTH AND FIFTH GRADES
A PROGRAM FOR GIFTED CHILDREN IN THE SIXTH GRADE
A PROGRAM FOR GIFTED CHILDREN IN THE SEVENTH GRADE
A PROGRAM FOR GIFTED CHILDREN IN THE EIGHTH GRADE
A PROGRAM FOR GIFTED CHILDREN IN THE SECONDARY SCHOOL
A SPANISH PROGRAM FOR THE FOURTH, FIFTH, AND SIXTH GRADES VI
A SPANISH PROGRAM FOR THE FOURTH, FIFTH, AND SIXTH GRADES VIII

Fliegler, Louis A. CURRICULUM PLANNING FOR THE GIFTED. Englewood Cliffs, N. J.: Prentice-Hall, 1961. 412 pp.

Gallagher, James J. (ed.) TEACHING GIFTED STUDENTS: A BOOK OF READINGS. Boston: Allyn and Bacon, Inc., 1966. 326 pp.

Gallagher, James J. TEACHING THE GIFTED CHILD. Boston: Allyn and Bacon, 1963.

Gold, Milton J. EDUCATION OF THE INTELLECTUALLY GIFTED. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965. 472 pp.

Hildreth, Gertrude H., in collaboration with Florence M. Brumbaugh and Frank T. Wilson. EDUCATING GIFTED CHILDREN IN HUNTER COLLEGE ELEMENTARY SCHOOL. New York: Harper and Brothers, 1952. 90 pp.

Hildreth, Gertrude H. INTRODUCTION TO THE GIFTED. New York: McGraw-Hill Book Company, 1960. 572 pp.

Jordan, Thomas E. THE EXCEPTIONAL CHILD. Columbus, Ohio: Charles E. Merrill Books, Inc., 1962. 352 pp. (Professional Library)

Killian, C. D. (Chairman). PRACTICES IN TEACHING THE SUPERIOR AND GIFTED. Cullowhee N. C.: Commission to Study the Public School Education of Exceptionally Talented Children, 1962. 274 pp.

Peck, Ruth L. and Robert S. Aniello. WHAT CAN I DO FOR AN ART LESSON. West Hyack, N. Y.: Parker Publishing Company, 1966. 224 pp.

Portland Public Schools. THE GIFTED CHILD IN PORTLAND. Portland, Oregon: Portland Public Schools, 1959. 192 pp.

Portland Public Schools. NINETY-SEVEN IDEAS FOR CLASSROOM ENRICHMENT, INTERMEDIATE AND UPPER GRADES. Portland, Oregon: Portland Public Schools. 158 pp.

Strang, Ruth. HELPING YOUR GIFTED CHILD. New York: Dutton, 1960. 270 pp.

Torrance, Paul E. GIFTED CHILDREN IN THE CLASSROOM. New York: E. P. Dutton and Company, Inc., 1960. 270 pp.

Torrance, Paul E. GUIDING CREATIVE TALENT. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 278 pp.

Ward, Virgil S. THE GIFTED STUDENT. A MANUAL FOR PROGRAM IMPROVEMENT. Atlanta 13, Georgia: Southern Regional Education Board, 1962. 101 pp.

PAMPHLETS

Gallagher, James J. WHAT RESEARCH SAYS TO THE TEACHER: THE GIFTED CHILD IN THE ELEMENTARY SCHOOL. Washington, D. C.: National Education Association, 1963. 32 pp.

MATERIALS BEING USED IN CLASSES FOR THE EXCEPTIONALLY TALENTED IN NORTH CAROLINA. Raleigh, N. C.: State Department of Public Instruction, 1964. 13 pp.

N. E. A.: FOR THE ACADEMICALLY TALENTED STUDENT. Washington 6, D. C.: National Education Association, 1960.

ADMINISTRATION FOR THE ACADEMICALLY TALENTED
ART FOR THE ACADEMICALLY TALENTED
ELEMENTARY EDUCATION FOR THE ACADEMICALLY TALENTED
ENGLISH FOR THE ACADEMICALLY TALENTED
GUIDANCE FOR THE ACADEMICALLY TALENTED
MATHEMATICS FOR THE ACADEMICALLY TALENTED
MODERN FOREIGN LANGUAGE FOR THE ACADEMICALLY TALENTED
MUSIC FOR THE ACADEMICALLY TALENTED
RESEARCH FOR THE ACADEMICALLY TALENTED
SCIENCE FOR THE ACADEMICALLY TALENTED

Report of the Commission to Study the Public School Education of Exceptionally Talented Children. Raleigh, N. C. : 1960. 23 pp.

Strang, Ruth. WHAT RESEARCH SAYS TO THE TEACHER: GUIDED STUDY AND HOMEWORK. Washington, D. C.: National Education Association, 1963. 33 pp.

12. GLOSSARY

1. ACADEMICALLY TALENTED - A high functional ability to achieve in various academic areas commensurate with general intellectual ability.

2. ACCELERATION - Expediting the learning process by moving the student through school more rapidly than usual; includes early admission, advanced placement and skipping.

3. ANECDOTAL RECORD - Sketch of "glimpses" into child's personality, objectively stated, compiled over a period of time.

4. CLUSTER GROUPING - An administrative plan wherein children are kept within their normal age group rather than being placed in special classes or accelerated groups. It is a plan in which the school administration arranges to place a certain number of gifted pupils, from two to no more than ten, in one classroom.

5. COGNITIVE DOMAIN - Pertaining to the realm of knowledge and recall, emphasizing the psychological processes of remembering.

6. CONCEPTUAL LEARNING - Learning which comes through experience as well as through problem solving.

7. CONVERGENT THINKING - Involves breakdown into elements or parts making explicit the relationship of ideas; intended to clarify the communication, show its organization, and how to convey its effects.

8. CREATIVITY - An elusive term suggesting inventiveness; a recombination of concepts evolving in practical application.

9. CRITERIA - Any established principle by which a correct judgment may be formed.

10. DIFFERENTIAL PROGRAM - A program of study designed to meet the needs of segments of school population who deviate from the average.

11. DIVERGENT THINKING - Involves the process of working with pieces or parts and combining them into a pattern or structure not clearly there before.

12. ENRICHMENT - Supplement to normal learning experiences by investigating in breadth, depth, and scope.

13. EXTRAPOLATION - To extend the meaning beyond limits set by the author; to understand and interpret material, then extend the meanings beyond the scope of a given communication.

14. GIFTEDNESS - Superior general intellectual potential and ability.

15. HETEROGENEOUS CLASS - Composed of students who have wide range of abilities.

16. HOMOGENEOUS CLASS - Composed of pupils who have the same general ability and intelligence.

17. **PUPIL AND TEACHER DEPLOYMENT** - Variation in day-to-day shifting from group to group for the attainment of goals close at hand.

18. **TAXONOMY** - Approach to learning through a systematic classification.

GASTONIA CITY SCHOOLS
Guide for Identifying and Screening Academically Talented Students

Recommendation for _____ Class

Pupil _____ Grade _____

Birthdate _____ Age _____

School _____ Pupil's Telephone Number _____

Parents _____

Address _____

Educational Screening Date

Group Intelligence Tests:

Date _____ IQ ____; Date _____ IQ_____; Date _____ IQ ____

If student has had individual intelligence test, record on line below:

Test _____ IQ _____ Date _____ Examined by _____

Achievement test results: Name _____ Taken in Grade _____

Grade Placement Scores: Reading Vocabulary _____; Reading Comprehension _____

Arithmetic Reasoning_____; Fundamantals _____; Mech.of English _____; Spelling___

Scholastic Growth: Grade Average - 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th___
7th____ Strongest Subject _____ Weakest Subject _____

Socio-emotional Adjustment: Excellent_____ Good _____ Fair _____ Poor _____

If fair or poor, describe nature or child's adjustment: _____

_____

Physical Health: Excellent_____ Good_____ Fair _____ Poor _____

Has pupil been out of school to excess because of illness? Yes _____ No ____

Does pupil have physical defects of disturbances? Yes _____ No ____

If answer is positive to either question, please explain: _____

_____

_____

Recommended by _____ Title _____

Date Recommended _____

FORM B

Teacher's Checklist for Identification of the Academically Talented

	Below Average	Average	Above Average
1. Socially and mentally well adjusted	_____	_____	_____
2. Learns rapidly and easily	_____	_____	_____
3. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings	_____	_____	_____
4. Retains what he has heard or read without much rate drill	_____	_____	_____
5. Adventurous, attempts difficult tasks, interested in a wide range of things	_____	_____	_____
6. Has an inquiring mind and imagination	_____	_____	_____
7. Uses a lot of common sense and practical knowledge	_____	_____	_____
8. Knows about many things of which other children are unaware	_____	_____	_____
9. Uses a large number of words easily and accurately	_____	_____	_____
10. Can read books that are one or two years in advance of the rest of the class	_____	_____	_____
11. Does some academic work one or two years in advance of the class	_____	_____	_____
12. Independent in work and study	_____	_____	_____
13. Healthy and physically active	_____	_____	_____
14. Has a well defined sense of humor	_____	_____	_____
15. Is alert, keenly observant, responds quickly	_____	_____	_____

DATE:

FROM:

TO:

The student whose name appears below has been recommended and accepted for the E. S. E. A. Title III academically talented pilot program for the summer of 1968.

Pupil's Name _____

School _____ Grade _____

We understand that our child has been accepted for this program and do agree for (him) (her) to attend. We also understand that transportation to and from the school will be our responsibility.

_____ Mother's Signature

_____ Father's Signature

Date _____

FORM D

PARENT QUESTIONNAIRE

In order that we may make a careful evaluation of the work that is being done for Academically Talented Students, we are asking your cooperation in completing the following questionnaire. Your responses on this questionnaire will be confidential. Please comment on the items designated by an asterisk or any other item in the space provided at the bottom or on the back. Circle the best answer.

1. Did your child learn anything significant in:
   - a. Subject matter — Yes No Undecided
   - b. Attitude toward work — Yes No Undecided
   - c. In thinking through for himself — Yes No Undecided
   - d. In seeing relationships — Yes No Undecided
   - e. In finding information — Yes No Undecided
   - f. In judging the usefulness of facts — Yes No Undecided
   - g. In working well by himself — Yes No Undecided
   - h. In accepting responsibility — Yes No Undecided

*2. Were any of his experiences detrimental? — Yes No Undecided

3. Do you think he has a better knowledge of his strengths and weaknesses? — Yes No Undecided

4. Has there been any change in student's study habits at home?
   - a. Does he use work place for study only? — Yes No Undecided
   - b. Does he have a definite time to study? — Yes No Undecided
   - c. Does he stick to the work at hand? — Yes No Undecided
   - d. Does he spend more time studying? — Yes No Undecided
   - e. Does he spend enough time to master the assignment? — Yes No Undecided
   - f. Does he do one job at a time? — Yes No Undecided
   - g. Does he use a dictionary and reference books when needed? — Yes No Undecided
   - h. Does he wait until the last minute to study for an examination? — Yes No Undecided

5. Do you think his experience in the program will have a high degree of carry-over value for the next school term? — Yes No Undecided

6. Has he shown increased interest in:
   - a. School work — Yes No Undecided
   - b. Research — Yes No Undecided
   - c. Enjoyment of learning — Yes No Undecided
   - d. Curiosity about learning new things — Yes No Undecided

*7. Has he initiated any new activities at home? — Yes No Undecided

*ADDITIONAL REMARKS CONCERNING STUDENT AND PROGRAM: _____

_____

_____

_____

Signature _____
(Parent or Guardian)